

VISIT...

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Tutor Teaching Tips

Lesson 28: Final N-Family Blends • Part 1

MATERIALS

Letter page

Introducing Final N-Family Blends



10–15 minutes

Point to the word *ant* on the letter page as you read the word. Explain that the letters *n* and *t* blend together at the end of the word to make the sounds /nt/. Have the child repeat the sounds: /nt/. Point to the words at the bottom of the page and explain that they each end with an *n*-family blend. Have the child tell you the two letters that end each word and say the sounds they stand for. Ask the child to sound out each word with you as you run your finger under each letter, holding the sounds except for stop sounds /t/, /d/, /p/, and /k/. For example: /sss/ /t/ /aaa/ /nnn/ /d/, *stand*. Then have the child sound out each word on his/her own.

Picture cards

Using a large piece of chart paper, write the blends in a row across the page: *-nd*, *-nt*, *-nk*. Lay the paper on the table. Name the pictures with the child: *ant*, *cent*, *giant*, *hand*, *wand*, *sink*, *skunk*, *chipmunk*. Ask the child to lay each picture under the blend its name ends with.

Blend Words



5–8 minutes

Letter cards:

d, r, i, n, k;
 Workmat

Line up the letter cards *d, r, i, n*, and *k* under the row of five boxes on the workmat. Ask the child to move each letter into the box above it, starting on the left and saying the sound of the letter. When the letters are in the boxes, ask the child to blend the sounds together to say the word. Point out that the word starts with an *r*-family blend and ends with an *n*-family blend.

Letter cards:

s, p, e, n, t,
g, r, a, d

Repeat the process with the words *spent* and *grand*. Give the child the letters needed to blend one word at a time. Remind the child that the words start with blends he/she knows.

 Game cards;
 Game board;
 Markers

Place the game cards in a stack. Have the child draw a card and read the word. If correct, he/she can move along the game board the number of spaces shown on the card. If incorrect, he/she cannot move. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Teach High-Frequency and Story Words



5–8 minutes

Flash cards:

ball, think,
why, would

Read the new high-frequency words to the child one at a time as you hold up the flash cards. Have the child look at each card and repeat the word. Then hold up each card, say the word, and spell it out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger. Finally, ask the child to practice reading the words as you flash the cards. Repeat several times, mixing up the cards each time.

 Flash cards:
second, won

Read the story words to the child while you hold up each card. Have the child repeat each word several times while looking at the card.

 Flash cards:
 complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash them several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 28: Final N-Family Blends • Part 2

MATERIALS

Letter page

Letter cards:
complete set

Flash cards

Practice sheet

Decodable book:
*Grand Slam
Tennis*

Decodable book;
Take-home
practice sheet

Game cards;
Game board;
Markers

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the blends and their sounds. Ask the child to say some words that end with each blend.

Give the child the letter cards. Say the following words, one at a time: *skunk*, *front*, *brand*. Have the child repeat the sounds in the word and find the letters to spell it. Have the child run his/her finger under each sound as he/she reads the word he/she has made.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point to the word *hands* in row 1 of the practice sheet. Point out that the word has the letter *s* at the end, which shows that there is more than one hand. Sound out the word with the child. Then point out the word *punted*. Cover the *-ed* ending with your finger and have the child sound out the word *punt*. Then tell the child that the *-ed* ending has been added to show that the action has already happened. Have the child sound out the whole word as he/she runs his/her finger under the word. Then have the child sound out the rest of the words in the row. Repeat with row 2.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words by saying each sound and blending the sounds together. If he/she has difficulty sounding out the word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word. Help the child read the high-frequency word *play* with the endings *-er* and *-ing*.

When the child has finished reading the book, ask him/her to tell you what happened in the story. Ask who won the tennis match.

Home Connection

Encourage the child to take the book home to read with a family member or to practice in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

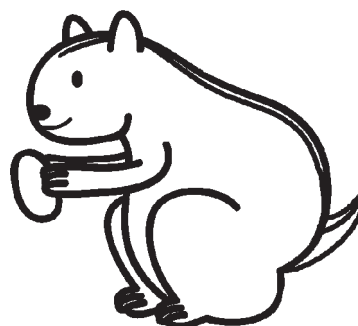
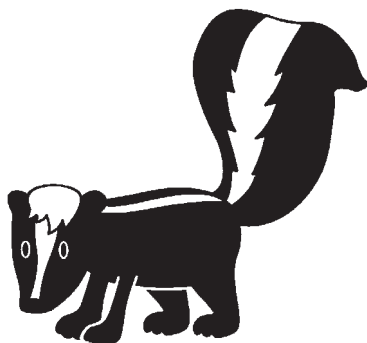
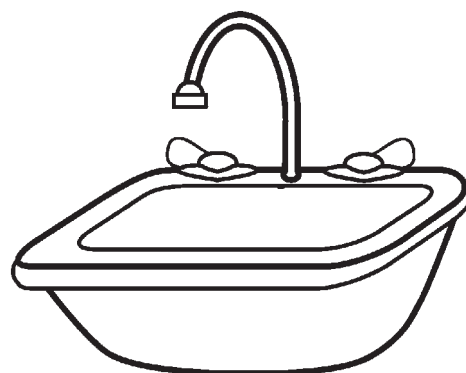
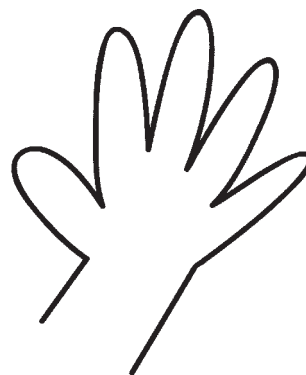
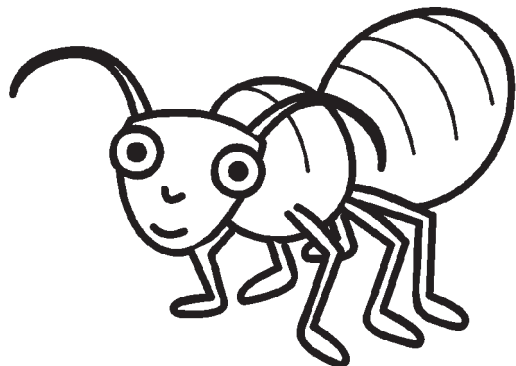
If time permits, play the game from Part 1 again.

Final N-Family Blends



ant

stand **trunk** **print**





d	r	n	k	s
p	t	g	k	b
f	a	e	i	o
u				

blind

5

kind

2

spend

5

grand

4

blink

4

drank

5

trunk

3

honk

2

plant

4

dent

3

spent

4

hunt

2

bond

3

ink

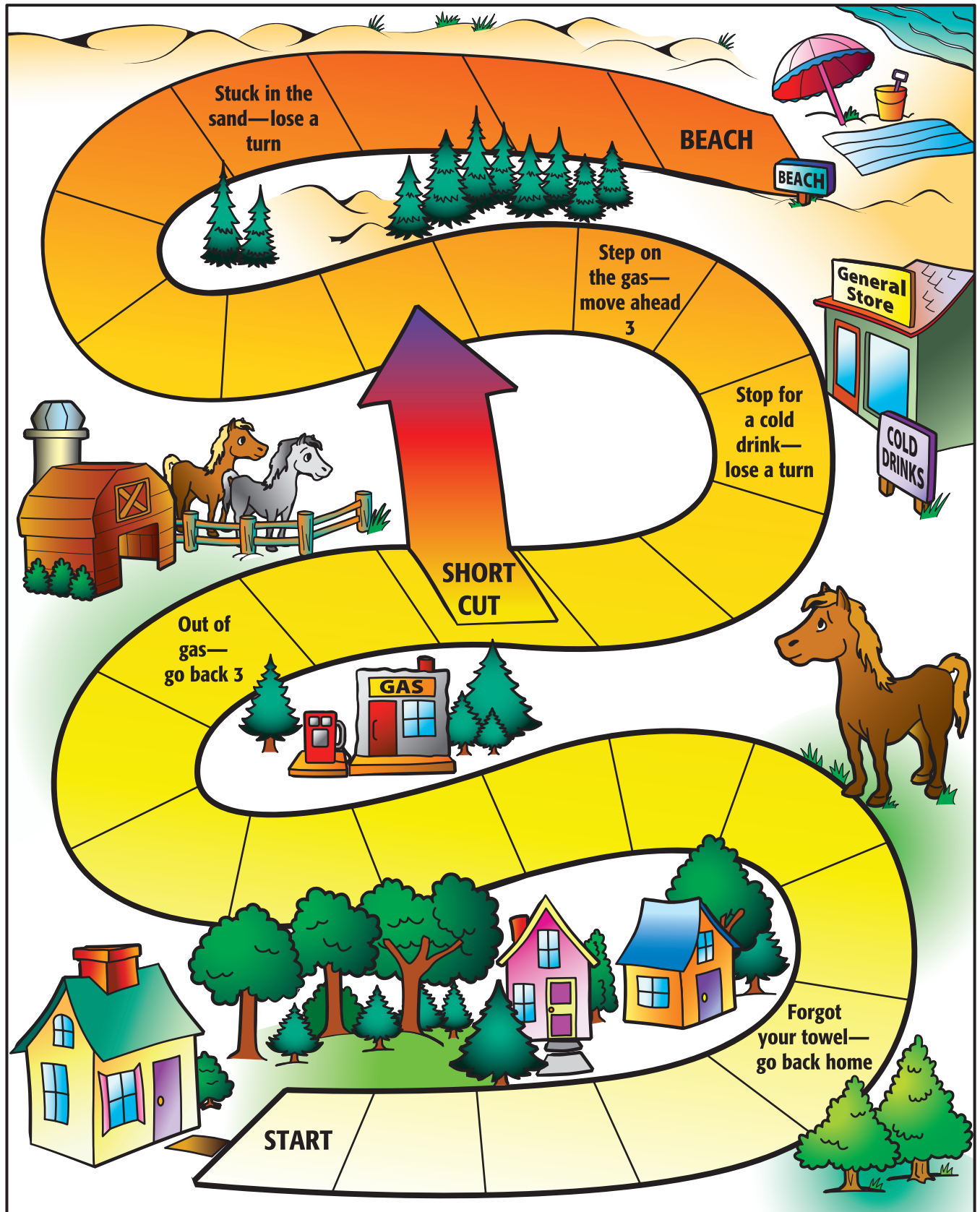
2

front

3

went

3



ball

think

why

would

second

were

his

over

me

be

one

your

there

play

who

won

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

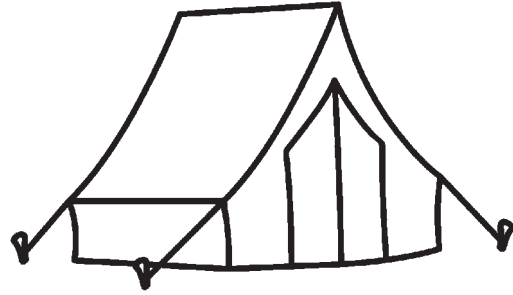
1 New words	Frank • hands • land • fund grand • stunt • sank • sink bent • blink • sand • punted
2 Reviewed words	best • clapped • flip • Fran stopped • from
3 New h-f words	ball • think • why • would
4 Reviewed h-f words	be • his • me • one • over play • there • were • who
5 Phrases	a grand stunt sank in the sand best in the land
6 Sentences	Frank saw a grand land. He bent the junk in a blink.

INSTRUCTIONS: Have the child trace the words in the lines below each object.
Have him/her circle the final *n*-family blend in each word.

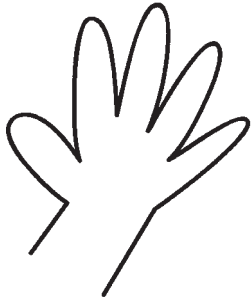
-nt, -nd, -nk



skunk



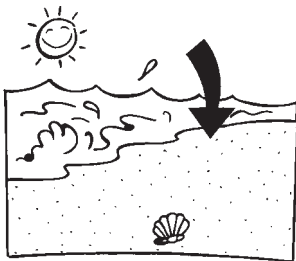
tent



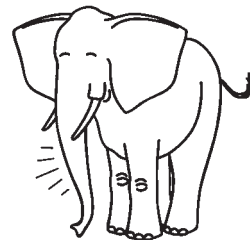
hand



plant



sand



trunk